



Scotforth St Paul's CE Primary and Nursery School

Learning, growing and caring as part of God's family.



Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.

Early Years Foundation Stage Policy

Approved by:

Curriculum committee

Date: 1st May 2024

Next review due by:

Summer 2026

Changes

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The main focus within our Early Years practice and provision within the past three years, has been to develop effective methods which support communication and language as the vehicle for teaching and learning. In addition, supporting children’s personal and social development including self-regulation and resilience.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the Early Years Foundation Stage

Scotforth St Paul’s Nursery offers ten sessions per week and has the capacity to accommodate up to 26 children within one session. Adult to child ratios are 1:13 for rising 3s and 3/4 year olds.

Please refer to the Nursery Booklet for further information: Appendix 2

Our Reception provision has the capacity to accommodate 30 children. The class are supported by a class teacher and a teaching assistant.

The Nursery and Reception classes share the Early Years’ Unit, which is a secure, self-contained space with ensuite toilets and an enclosed outdoor area.

4. Curriculum

Our Early Years setting follows the Curriculum as outlined in the 2021 Statutory Framework of the Early Years Foundation Stage (EYFS).

The EYFS framework outlines the Characteristics of Effective Teaching and Learning and the 7 areas of Development (CoETL).

The CoETL are organised into three primary strands and are essential components towards children becoming self-regulated learners.

These are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

There are 17 aspect areas (early learning goals) within 7 curriculum areas of development. These are divided into Prime and Specific areas of learning.

The 3 Prime areas of learning

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Communication and language underpins all areas of learning within our early years curriculum and continues to be developed within our provision, teaching, learning and planning methods.

The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

The 4 Specific Areas of learning

4. Literacy
5. Maths
6. Understanding the World
7. Expressive Arts and Design

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively and creatively, using art and design. New learning and topics are adapted to reflect the needs of the children and their interests.

4.1 Planning

The 3 prime areas are at the core of early years planning. Staff carefully plan activities which enable children to link personal experiences with new learning, providing a wide range of contexts to revisit, practise, apply, and develop

transferable skills and understanding. Emphasis is placed upon the importance of using sensory play in the development of language skills, alongside enhancing provision for identified groups of children.

Staff take into account the individual needs, interests, and stages of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Staff are reflective in their practice and systematically observe and evaluate the effectiveness and value of planned provision within the inside and outside learning spaces. They respond to children's levels of interest and engagement, ensuring accurate pitch and pace for developing cognition and learning. Planning and interactions are supported by progressive sequences of questioning to develop thinking, understanding and language for reasoning.

4.2 Teaching

Early Years practice demonstrates a balance between play and formal teaching.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities, to help children prepare for more formal learning, ready for year 1.

Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Staff understand that play is about much more than content, but helps to build flexible minds and an enquiring spirit. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. They take into account the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations.

Staff understand that teaching is in every activity provided within all of the learning environments. There are no activities that occur in the setting which adults do not consider to be opportunities for teaching. While staff do not always know where these opportunities will present themselves, it is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

5. Assessment

Ongoing assessment is an integral part of teaching, learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to identify developmental gaps, support differentiation, inform children's next steps in learning and monitor their progress. Staff also take into account observations shared by parents and/or carers.

At the end of the year, Nursery practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and inform the child's transition process into year one.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between Nursery practitioners, Class teachers, Teaching assistants and parents and/or carers.

In Nursery, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home and also help families to engage with more specialist support, if appropriate.

Nursery Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Nursery practitioners and Reception staff conduct parent/carer meetings twice a year and invite the children to share and celebrate their learning.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved every 2 years.

At every review, the policy will be shared with the governing board.



"I am the vine, and you are the branches. If any remain in me and I remain in them, they produce much fruit"

John 15:5



Scotforth St Paul's Primary & Nursery School



Nursery Prospectus September 2024

Aims

Our primary focus is to provide a high quality nursery education for children aged 3-4 in a purpose built EYFS unit which is part of Scotforth St Paul's School. We will serve local families and the wider area. We intend to do this by

- Creating a happy, secure environment that is child centred, stimulating and safe.
- Establishing a partnership with parents, supporting them and acknowledging them as the primary carers and educators of their children.
- Planning experiences in the EYFS unit that are fun and appropriate to individual children.
- Employing a trained teacher who is experienced in the Early Years.



Application forms and the terms and conditions are on our website at

www.scotforth-st-pauls.lancs.sch.uk Please ask if you need any help filling in the application.

Safeguarding

To ensure all children are protected from abuse and harm, and to promote their right to be strong, resilient and listened to, we are committed to responding promptly and appropriately to all incidents or concerns of abuse and to work with the statutory agencies. We follow the Local Safeguarding Children's Boards flowchart for referrals; these will be recorded in accordance with school's Child Protection procedures.

Our Safeguarding and Child Protection policies are freely available on request.

Location

We are located on the A6 on Scotforth Road.

Staff

To offer the best care and education for your child we believe it is vital to employ staff with a good balance of skills, experience and specialisms.

Mrs Atkinson is a qualified teacher with over 20 years experience working in the Early years in both reception and school nursery classes. She is St. Paul's School's Foundation Stage co-ordinator.

Mrs Atkinson is supported by Mrs Todd-Bryce who is a Level 3 qualified teaching assistant. We will be based in the EYFS unit alongside a second teacher and Teaching Assistant.

There is always at least 1 member of staff in the room who is trained in paediatric first aid.

Settling in Procedure

We attach great importance to settling your child into nursery. We recommend up to 3 visits of at least an hour in which we ask you to leave your child to begin to get to know us. If you want to know more about visits we would be delighted to help you, please telephone with any further questions or to arrange an appointment to view the nursery. Children can have up to 3 free settling in sessions.

Each child will have a key worker-we will get together with the children in our key groups daily. If you would like to talk with your child's key worker please ring school on 01524 65379 to make an appointment. You could also send us an email:

Mrs Atkinson fsks1leader@scotforth-st-pauls.lancs.sch.uk

Curriculum

We follow the statutory framework for the Early Years. The Early years foundation stage has 7 areas of learning and development. The nursery staff plan together each half term to provide purposeful activities based around each child's needs and interests. Staff observe the children and use these observations to plan for the next steps in children's learning.

Many of the activities are planned around the 3 prime areas of

- communication and language-speaking, listening and understanding.
- physical development-health and self-care, small and large scale movements and using tools including pencils.



- personal, social and emotional development-self confidence, making relationships and managing behaviour.

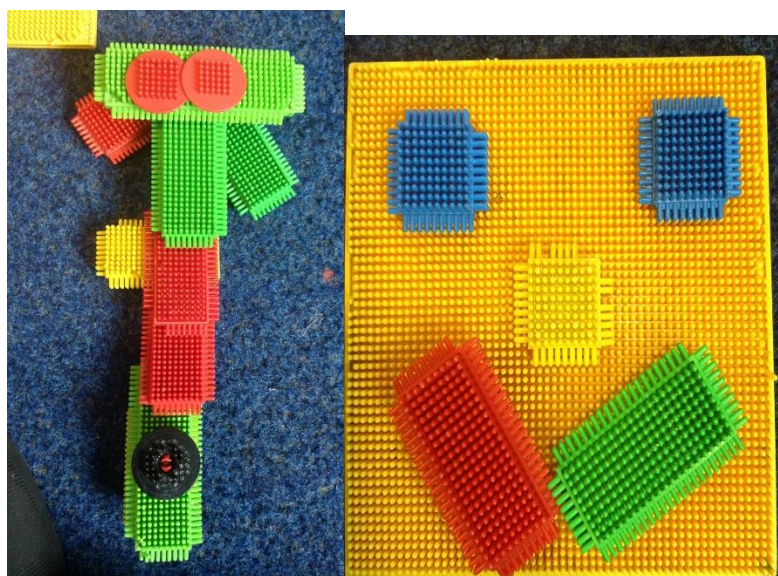


Without the skills in these areas, children would struggle to access the 4 specific areas of:

literacy-including reading, listening to and joining in with songs, rhymes and stories and mark making that will develop into writing.



mathematics-including numbers, shape and measures.



understanding the world-including technology, animals and plants and the local area.



expressive arts and design-including making, joining construction toys, art, music, dance and role-play.



Children will have the opportunity to use both the hall, playgrounds and PE facilities. Children will use the outdoor areas every day and are encouraged to bring a pair of wellies to keep at nursery.



Children will have the opportunity to attend shows, special assemblies and sports days with the school children especially in the 2 terms before they go to school.

Please remember that parents must apply for a place at their chosen primary school in the October before your child starts school. Attending St. Paul's nursery class does not mean children will receive a place in the reception class.



Sessions and fees

Nursery is open for 38 weeks of the year (term time) It is possible to book nursery aged children into the holiday play scheme at school which operates for a further 9 weeks a year. Please see Scotforth After School Club prospectus for details of their terms and conditions.

Morning sessions are 8:55am to 12:00pm (doors open in a morning at 8:45am)

Afternoon sessions are 12:00pm to 3:00pm.

Children can attend from the term after their third birthday for up to 15 hours per week using the governments free universal 15 hours of childcare. You may choose to take up to 5 mornings, 5 afternoons or 2.5 full days which would ideally be Monday all day, Tuesday all day and Wed morning/or Wed afternoon, Thursday all day, Friday all day. We can be flexible if you need a different pattern. Children who will turn 3 in a term are known as “rising 3’s” and can start Nursery with a fee-paying place or use the new Government 15 hours for 2-3 year olds of working parents.

From September 2024 the government are introducing 15 hours of free childcare for working parents of 2-3 year olds. Parents can check if they are eligible for this extra funding by going on the new “Childcare choices” website. Both parents must be working and earning under £49,999 each.

There is the option to pay for further sessions or use your free hours at before school care and after school care.

Sometimes an extra session is needed in a week. If we have the space, we will try to accommodate requests.

Breakfast club runs from 7:45am-8:45am (In the school hall but run by Scotforth ASC)

After School Club runs from 3:00pm-6:00pm

Morning or afternoon session at Nursery £15.00

After school club from 3:00pm until 6:00pm (Please enquire about current prices)

Full day 8:45 am to 3:00pm £30.00

Invoices are sent the first week of each term and should be paid within 14 days. Invoices can be paid by cash or cheque. Ask us about paying online.

On accepting a place, you will be asked to sign permissions for the taking and displaying of photographs of your child, emergency treatment, first aid, application of sun cream and outings from nursery in the local area.



Help with childcare costs

The government funds 15 hours of education per week for 38 weeks of the year beginning the term following your child's third birthday. This is known as "Universal" funding. Most working parents will be able to access a further 15 hours a week which can be split between up to 2 providers a day. This "extra" funding can be used at Breakfast clubs and after school clubs and for holiday childcare. Parents apply for this funding online and will receive an 11 digit code to bring into Nursery.

Child tax credit-This is paid into the bank account of the main person in your family who is responsible for looking after the children. Child tax credit is available to families with an income up to £43,000 whether or not they are working.

Working tax credit-Help is available for parents who work through the Working Tax Credit, part of which helps with the costs of childcare. You can get more information on either credit online at www.inlandrevenue.gov.uk/taxcredits or ring the helpline on 0845 300 3900.

Food/snacks/drinks

Drinks of water are available on demand throughout the day. Children are encouraged to drink plenty of water, especially in warm weather. Children have access to milk at snack time and lunch time. Children do not need their own water bottle unless they bring a packed lunch.

To safeguard your child's teeth, we aim to limit the consumption of sugar. Our snacks include lots of fresh fruit and vegetables. Children are not allowed to bring sweets or chocolate to eat at nursery as a snack. Children may have biscuits etc. in their packed lunch. We do not have cold storage for packed lunches and these are kept on the children's coat hooks until lunchtime.

Please talk to us about your child's allergies or any special dietary needs. Children with allergies/health needs will need an individual care plan.

Please note we are a nut and kiwi free school.

Sometimes we have other food in school e.g. to celebrate Chinese New Year. You will be informed of these occasions.

Children who are staying for lunch can bring a packed lunch which will be eaten in the dining hall at 12:00pm with the other classes. The nursery children sit together with a familiar adult. The children are encouraged to eat using a knife and fork.



Children can have a hot dinner at a price of £2.60 per day.

Security of children

For the safety of all the children in our care the EYFS access gate is open until 9:00am before being shut by a member staff. The gate reopens at 11:55am for parents collecting children from the morning session and for parents bringing children to the afternoon session. The gate unlocks again at 2:45pm for parents picking up children from reception/nursery and will stay unlocked until 3:30 pm.

In the morning a member of staff will stay at the classroom door and there is a further member of staff by the gate. At the end of the day a member of staff will let parents in through the classroom door and will stay at the door until all children are collected. During the day when the gate is locked children will have access to the outdoors with a member of staff.

Under no circumstances will we allow your child to be collected by anyone not authorised by you. Proof of identity or a password will be required from anyone unfamiliar to us. We will not allow anyone under the age of 16 to collect your child. If you are later than 9:00am in the morning, please enter school through the office.

Clothing and nappies

Most children at 3 years old are already using a toilet. Within the nursery class are infant sized toilets. It is expected that children will attempt to wipe their own bottoms. If your child still wears nappies please inform us before they start nursery and we will work together on toilet training. I would encourage you to only use pull ups if your child is already toilet training and has an awareness of being wet/soiled as we would need to remove clothes to change them.

Children can keep a bag with a change of clothing on their peg in case of accidents or getting wet outside. A member of staff will assist children in getting changed where needed.

We encourage children to remove clothes and dress themselves when getting changed including their socks and shoes. A coat must be brought each day, we will play outside even when it is raining. In summer a sun hat must be provided that can be left in school. All clothes should be named. If you have signed the consent form we will support children in applying sun cream on arms, legs and faces.

What will I need to bring? What is the uniform?

A bag containing spare socks/underwear etc. in case of an accident

A coat

A sun hat on sunny days. Named sun cream

Changing bag containing nappies/wipes/bags if needed

Green jumper/cardigan

White polo shirt/long sleeved top.

Black jogging bottoms/leggings

Black plimsolls/trainers

Nursery children do not need a water bottle as we have social snack time where they are encouraged to pour their own drink and drink from a cup.

Illness and infection

Due to the risks of cross-infection in a nursery environment, if your child is suffering from an infectious illness, including Measles, German Measles, Chicken Pox, Thrush, Impetigo, Scarlet fever etc. he or she must not attend nursery until the infection has cleared. Please ask for latest health service advice. If your child is suffering from sickness or diarrhoea, then they must not return to nursery for 48 hours after beginning to feel well again.

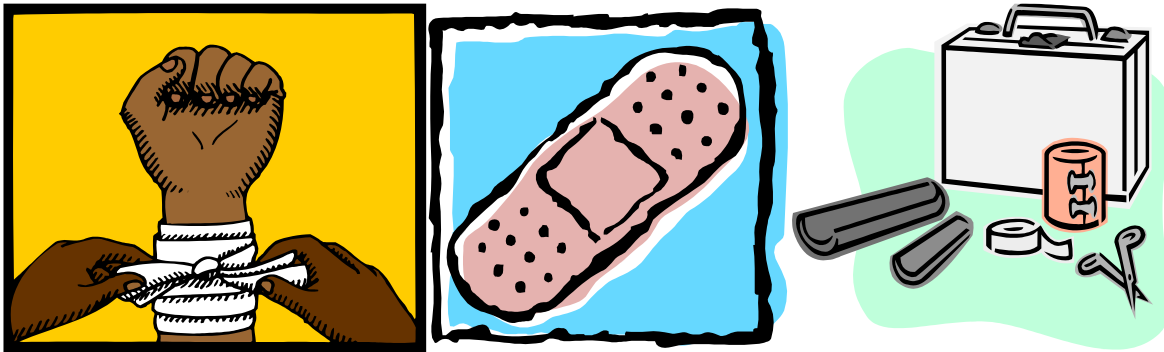
Please make sure all contact details are up to date in case we need to ring you in case of an accident or illness.

Prescribed Medication

We will only give your child medication that is prescribed by a GP. Please fill in a form from the school office if your child needs medication during the day including inhalers. Medicine will only be given if it is in its original container with the child's name on.

First Aid and Emergency treatment

When your child starts nursery we will ask you for written permission to administer first aid treatment if necessary, and for permission to take your child to hospital, by car or ambulance in an emergency.



Access to records

Parents are welcome to see any written records we hold on their child. Children's learning journeys are now all online using the "evidence me" app. Let me know if you need support in setting this up. You can look at children's observations and achievements as often as you like. We encourage parents to send us photos on and achievements on the app.

We also have paper assessments including tracking grids/speech and language and phonics. You will be shown these at parent's evening.

News

The nursery has its own area on the school website under "classes." We also have a blog.

www.scotforth-st-pauls.lancs.sch.uk

You are welcome to come to school functions and are automatically a member of Scot4all our PTA. Scot4all have their own facebook group that you can request to join.

We no longer send out paper copies of the weekly newsletter. Newsletters are now automatically sent by email to all parents. Please contact school if you do not wish to receive it.

Would you like to use your Universal free 15 hours? Yes / No

Are you eligible for the extra 15 hours? Yes/No

Will use be using a Tax free childcare account (if yes, please state which one)? Yes/No

Will you be splitting your hours with another provider? Yes/No

Please tell us here how many hours you will be using with each provider.....

Is there anything you think we should know about your child? (You can tell us about anything your child is good at or needs extra support with.)

Do you think your child might be entitled to pupil premium funding? Yes/No

Please ask Nursery staff if you are not sure.

Is your child in receipt of DLA? Yes/No

If yes this funding gives Nursery £858 a year to support your child e.g. with specialist equipment.

Please indicate on the form below, which sessions you would like your child to attend.

Free Entitlement vouchers

Government universal funded places are available for a total of 15 hours. You could choose either:

- 5 morning sessions/week
- 5 afternoon sessions/week
- 2 $\frac{1}{2}$ days (Monday, Tuesday, Wednesday morning) or
- 2 $\frac{1}{2}$ days (Wednesday pm, Thursday, Friday)

We will try to accommodate other session patterns, subject to availability.

Please indicate these on the form by inserting a **U** on the appropriate sessions.

Working parents extra 15 hours funding may be spread between nursery, breakfast club and after school club. Please indicate these with an **E** on the form

Top-up sessions

Should you require more hours, you have the option to apply for top-up sessions, which will be charged at the following rates and will be subject to availability:

- Morning session (8:45am-11:55am) £15.00
- Afternoon session (12:00pm-3:00pm) £15:00
- Whole day (8:45am-3:00pm) £30.00 (including lunchtime care)

Please indicate these on the form by inserting a T on the appropriate sessions.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Club* 7:45am-8:45am					
Morning session 8:45am-11:55am					
Afternoon session 12:00pm-3:00pm					
After-school Club* 3:00pm-6pm					

*Breakfast Club and After-school Club are provided by Scotforth After School Club under the leadership of Marie Smith (whose Ofsted registration includes 3 and 4 year olds). Please see their prospectus for further information.

<p>If we are unable to offer you the requested sessions can we offer you alternatives? Yes/No</p> <p>Details:</p>

<p>Signature of Parent / Guardian</p> <p style="text-align: right;">Date:</p>

You will receive an email to acknowledge receipt of your application form. You will then receive an email the term before the start date to ask you to confirm you wish to take up a place.